



BALLENTINE ELEMENTARY

1040 Bickley Road
Irmo, SC 29063

Grades	K-5 Elementary School	
Enrollment	742 Students	
Principal	Robin W. Bright	803-476-4500
Superintendent	Stephen W. Hefner, Ed. D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

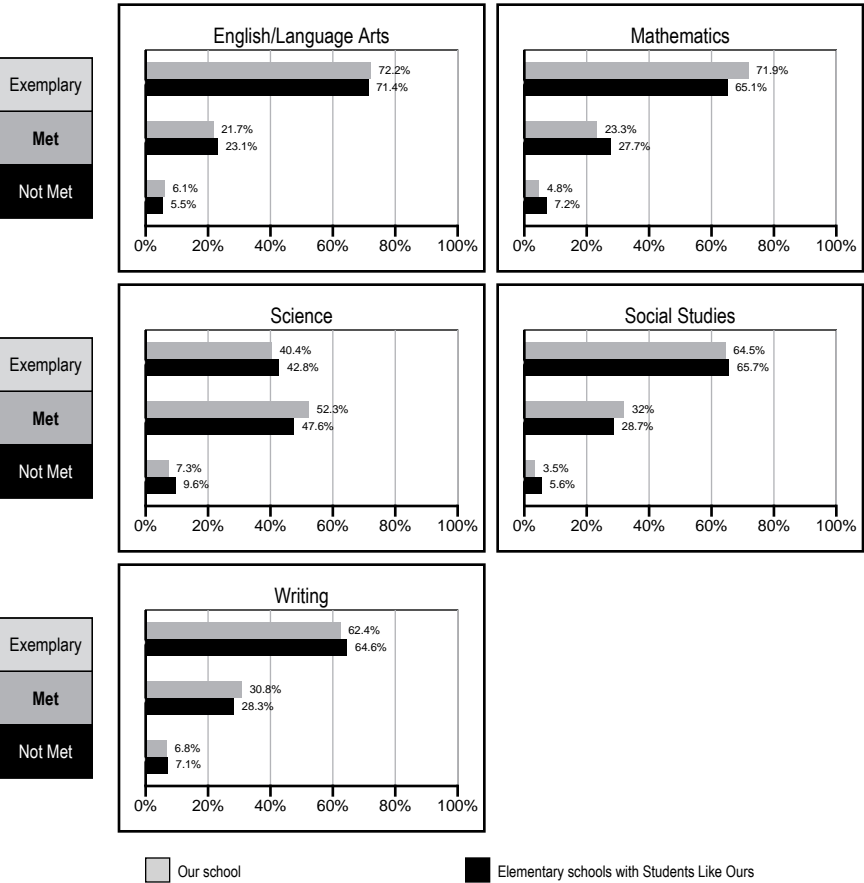
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	0	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=742)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.1%	Down from 0.3%	0.5%	1.1%
Attendance rate	97.3%	Down from 99.9%	96.9%	96.2%
Served by gifted and talented program	39.6%	Up from 35.8%	40.0%	13.4%
With disabilities other than speech	3.3%	Down from 5.1%	2.2%	4.1%
Older than usual for grade	0.3%	Up from 0.2%	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	68.0%	Up from 67.3%	67.0%	62.5%
Continuing contract teachers	96.0%	Up from 87.3%	88.6%	88.2%
Teachers returning from previous year	89.3%	Down from 89.4%	85.8%	87.8%
Teacher attendance rate	95.4%	Up from 94.8%	95.5%	95.2%
Average teacher salary*	\$54,859	Up 2.5%	\$48,584	\$46,773
Professional development days/teacher	6.8 days	Up from 6.7 days	10.9 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	7.5	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.8 to 1	21.5 to 1	19.9 to 1
Prime instructional time	91.5%	Down from 93.6%	91.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,971	Up 1.0%	\$6,894	\$7,447
Percent of expenditures for instruction**	72.9%	Up from 66.9%	71.4%	68.4%
Percent of expenditures for teacher salaries**	72.0%	Up from 65.8%	70.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Ballentine Elementary School is to provide exceptional classroom instruction with engaging learning opportunities that are differentiated to meet the needs of all children. This mission of excellence has remained our focus as we have maintained an Excellent report card rating for seven consecutive years. Our school has also been recognized as a Palmetto Gold and Silver Award school and for Closing the Achievement Gap for seven consecutive years. Ballentine Elementary was also named a 2010 National Blue Ribbon School of Excellence.

Our culture of learning, supported by high expectations for all, challenges our students to grow in character and self-discipline to achieve at their maximum potential. Through professional books studies, staff development opportunities, additional coursework and peer observations, our faculty continually strives to learn and grow to maximize the effectiveness of their instruction and to create the best possible learning environment. Over half of our teaching staff has earned National Board Certification.

In addition to a rigorous curriculum, high expectations for student achievement and relevant learning experiences, our students learn to be good citizens through participation in numerous community service projects. Students become "others minded" as they learn how we are all connected and how they can contribute their time and talents to make the world a better place. Last year, students participated in awareness activities and fund raising efforts with well over \$10,000 going to the American Red Cross to go towards the Japanese Earthquake Relief Fund, the American Heart Association's Jump Rope for Heart, the American Cancer Society's Relay for Life, the Ronald McDonald House, and Sister Care. Our students learn to be good stewards of our resources by learning about and raising funds for our State reptile, the loggerhead turtle, and through our Green Steps Initiative, in which students increase our recycling efforts by expanding our terracycling program. Student leadership opportunities such as School Tools, Handy Helpers, Student Council, DARE, WBES, Student Ambassadors, Safety Patrol, and Waste Warriors are also designed to assist students in becoming responsible citizens.

The partnership between home, school, and the local community is strengthened through on-going communication, community service projects, an active Parent-Teacher Organization and School Improvement Council, and special family events at the school. Our parents and community assist us in ensuring that all students are appropriately provided for instructionally.

Our mission of continually striving for excellence and our strong partnership between home and school, combined with challenging and enriching instruction fosters a positive, supportive learning environment for all students.

Robin W. Bright, Principal, and Donald Pifer, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	118	88
Percent satisfied with learning environment	98.1%	94.8%	98.8%
Percent satisfied with social and physical environment	100.0%	95.7%	96.6%
Percent satisfied with school-home relations	100.0%	93.2%	97.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.7%	0.0%	No
Student attendance rate	97.3%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	385	100	6.3	21.7	72	96.8	89.6	82.4	Yes	Yes
Gender										
Male	202	100	8.1	23.7	68.2	95.5	86.7	78.7	N/A	N/A
Female	183	100	4.4	19.4	76.1	98.3	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	310	100	6.5	20.5	73.1	97.1	93.8	88.9	Yes	Yes
African American	52	100	8	38	54	94	80.2	72.9	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	94	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85.4	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
Disability Status										
Disabled	46	100	32.6	43.5	23.9	82.6	60.2	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	37	100	16.7	36.1	47.2	88.9	79.6	75.4	I/S	I/S

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	385	100	5	23.3	71.7	97.6	90.6	81.9	Yes	Yes
Gender										
Male	202	100	5.6	22.2	72.2	96.5	88.7	79.9	N/A	N/A
Female	183	100	4.4	24.4	71.1	98.9	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	310	100	5.2	20.5	74.4	97.4	95	88.9	Yes	Yes
African American	52	100	6	46	48	98	80.8	71.4	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	96.6	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85.8	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
Disability Status										
Disabled	46	100	32.6	28.3	39.1	84.8	63	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	37	100	19.4	30.6	50	94.4	80.7	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	269	100	7.2	52.5	40.3	92.8	81.2	68.6
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Gender

Male	141	100	5.8	50.4	43.8	94.2	80.2	68.3
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Female	128	100	8.7	54.8	36.5	91.3	82.2	68.9
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Racial/Ethnic Group

White	214	100	7.1	49.5	43.4	92.9	89.5	80.7
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African American	39	100	10.8	83.8	5.4	89.2	62.7	51.4
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.7	85.3
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.2	61.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	70.8
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Disability Status

Disabled	31	100	25.8	54.8	19.4	74.2	49.9	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	73.6	60.7
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Socio-Economic Status

Subsidized meals	28	100	18.5	59.3	22.2	81.5	65.8	57.3
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Social Studies

All Students	266	100	3.8	31.8	64.4	96.2	85.5	72.5
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Gender

Male	142	100	5.7	30	64.3	94.3	84.1	72
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Female	124	100	1.7	33.9	64.5	98.3	86.8	73.1
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Racial/Ethnic Group

White	215	100	4.7	29.1	66.2	95.3	91.7	81
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African American	35	100	N/AV	N/AV	N/AV	100	71.3	60
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.3	89
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	81.3	69.6
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.6	73.5
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Disability Status

Disabled	31	100	22.6	51.6	25.8	77.4	56.7	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.8	69.7
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Socio-Economic Status

Subsidized meals	25	100	4	52	44	96	70.8	62.9
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Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	120	98.3	6	31	62.9	94	83.4	73.2	97.3	96.8
Gender										
Male	58	98.3	8.9	30.4	60.7	91.1	77.5	67.2	97.4	96.8
Female	62	98.4	3.3	31.7	65	96.7	89.2	79.4	97.1	96.8
Racial/Ethnic Group										
White	100	99	7.1	30.3	62.6	92.9	88.6	81.5	97.1	96.7
African American	15	93.3	N/AV	N/AV	N/AV	100	72.1	61.3	98.1	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.8	87	98.1	97.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.5	66.7	96.9	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	72.2	98.5	96.4
Disability Status										
Disabled	14	85.7	33.3	58.3	8.3	66.7	40.5	26	96.9	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.8	65.7	98.7	97.3
Socio-Economic Status										
Subsidized meals	11	100	I/S	I/S	I/S	I/S	71	63.2	96.8	96.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	143	100	3.5	13.5	83	96.5
	4	122	100	8.3	20.7	71.1	91.7
	5	124	100	6.6	23.1	70.2	93.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	115	100	2.6	13.2	84.2	97.4
	4	151	100	4.8	32.7	62.6	95.2
	5	118	100	11.2	16.4	72.4	88.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	143	100	8.5	29.8	61.7	91.5
	4	122	100	5.8	19.8	74.4	94.2
	5	124	100	9.9	28.1	62	90.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	115	100	6.1	24.6	69.3	93.9
	4	151	100	2.7	18.4	78.9	97.3
	5	118	100	6.9	27.6	65.5	93.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	73	100	18.1	36.1	45.8	81.9
	4	122	100	6.6	45.5	47.9	93.4
	5	63	100	3.2	46.8	50	96.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	58	100	12.3	40.4	47.4	87.7
	4	150	100	4.1	59.6	36.3	95.9
	5	60	100	10.2	45.8	44.1	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	72	100	1.4	35.2	63.4	98.6
	4	122	100	5.8	29.8	64.5	94.2
	5	61	100	11.9	18.6	69.5	88.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	57	100	N/AV	N/AV	N/AV	100
	4	150	100	3.4	32.9	63.7	96.6
	5	58	100	7	29.8	63.2	93
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	144	97.9	9.4	25.9	64.7	90.6
	4	122	100	8.3	25.6	66.1	91.7
	5	124	98.4	5.8	38.3	55.8	94.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	120	98.3	6	31	62.9	94
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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